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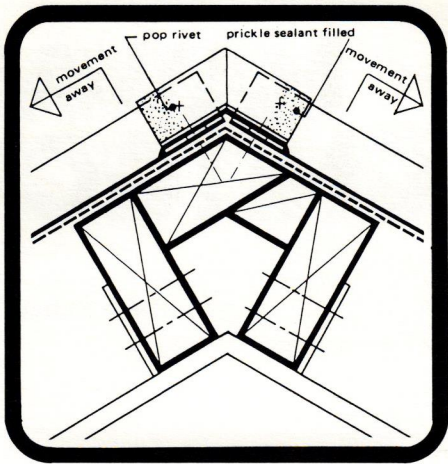
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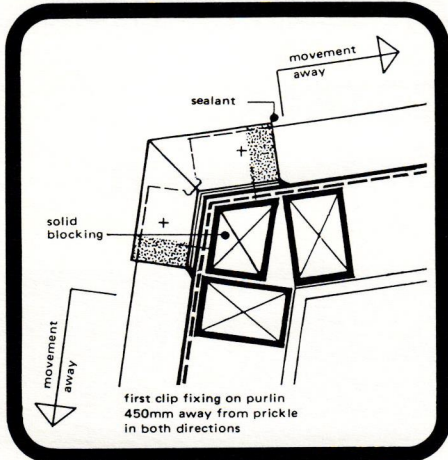
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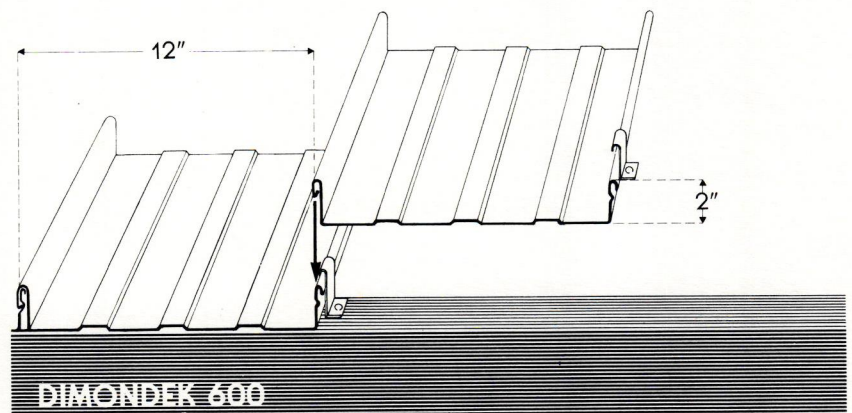
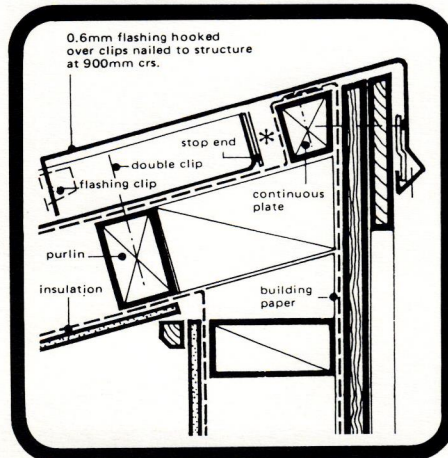
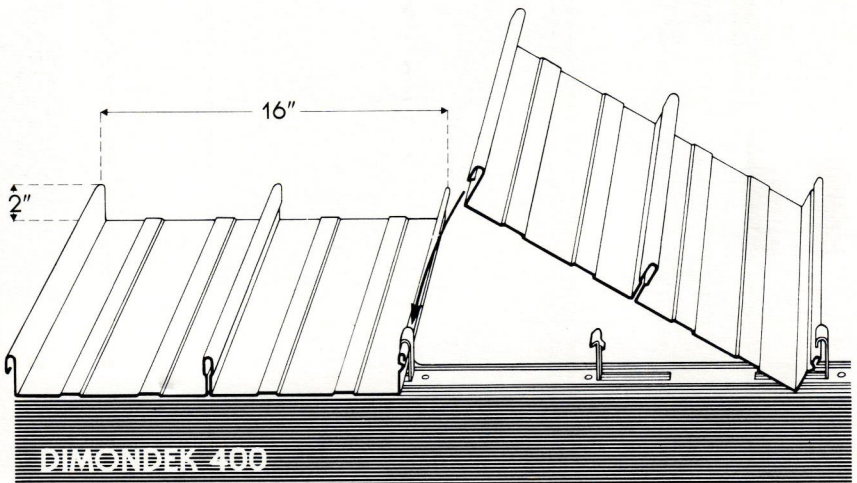
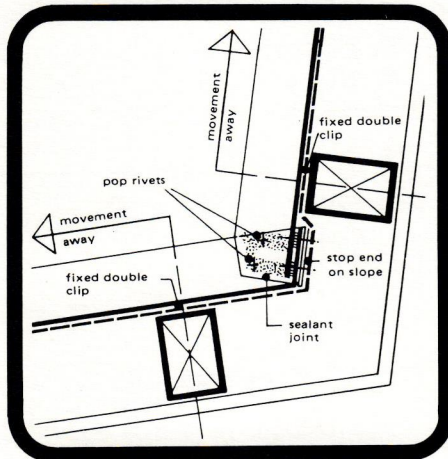
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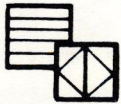
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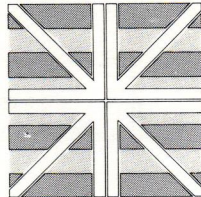
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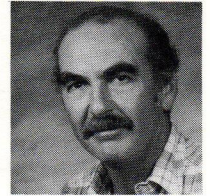
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Headlines

A Knowledgeable Architectural Public



by Lewis Ingleson
President, Hawaii Society/AIA

This month the Hawaii Society/AIA will hold it's ARCHI-FEST, or State Convention. However, this will be more than just another convention, in that we are inviting the public to participate with us. It is our hope that, by this means, we might help the layman gain a better understanding of what to expect of the architect, and vice versa.

Probably all architects have found it surprising, and not a little disturbing, to find how little understanding the general public has of what architects do, and how we do it. That we "design buildings" is generally known, but what is involved in the process remains a mystery to most people. So often our work is confused with that of the engineer, or even the building contractor. Or, on the other hand, we are perceived as the person who draws the "pretty pictures" of proposed projects.

Yet, the results of our efforts probably have more impact on the everyday lives of everyone than almost any other line of work I can think of. People live in our buildings; sleep, eat and play in them; work in them. Just about every human endeavor is conducted in or around spaces conceived by an architect. It would seem that people would want to know more about how their environment got the way it is. And perhaps they do, but don't know who to ask, or what questions to ask. We hope ARCHI-FEST will provide the opportunity for an interchange between the layman and the architect.

On a similar subject, one of the long-term goals of the Hawaii Society/AIA is to work toward the establishment of regular and ongoing courses in the appreciation of architecture and the built environment in the primary and secondary grades in all public and private schools in Hawaii. Although its implementation will probably take

many years, the importance of this goal cannot be over-emphasized.

Knowledge of how our environment influences all aspects of our lives, how it gets to be the way it is, and how to make it better is as important a part of a child's education as readin', 'riting' and 'rithmetic. Yet, we currently have no institutionalized method of imparting this vital information to our children in their formative years.

Without such knowledge, how can they hope to improve the physical world in which they will live? Certainly a handful of architects, no matter how talented and well-intentioned cannot have an appreciable influence without the support and concurrence of a knowledgeable and enlightened audience.

It is certainly more difficult to cultivate an appreciation for and understanding of architecture once we have become adults. Our children are the future. It is their minds guiding their hands that will shape the future.

Our goal is not to offer architectural drafting classes as an elective to those students who might want to be architects, although those are important as well. Nor are we talking about an architect taking an hour now and then to talk to his child's class about being an architect, although that too is important. Nor are we proposing an expansion of "Career Day," although we fully support that program.

What we are proposing is that ALL students, at several levels during their primary and secondary education, be presented with as much information as possible on architecture, planning, and the making of the built environment. We believe that in our children lies the hope of our future, and through education lies the hope of the future of our children's environment.

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